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RESEARCH ARTICLE

Impact of Non-Financial Incentives on Job Satisfaction of University Lecturers: A Study of Parwan University

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ABSTRACT

Job satisfaction plays an important role in increasing the productivity of the university lecturers. If lecturers are highly satisfied, they will perform effectively, and the organization will achieve its goals easily. This research will provide valuable information about the elements that influence the job satisfaction of university lecturers. Meanwhile it will also provide information to university administration and the ministry of higher education on where to concentrate efforts to improve the job satisfaction of university lecturers. The main aim of this study was to determine the impact of working conditions, promotion opportunities, and training and development on the job satisfaction of Parwan University lecturers. Data was collected through a structured online questionnaire from University lecturers. The total population of the study was 236. Based on a population of 236, a confidence level of 95%, and margin of error of 5%, the required sample size was calculated to be 147 using a sample size calculator. Primary data of the study was analyzed by Statistical Package for Social Science (SPSS) version 26 by using multiple linear regression. The result of the study showed that working conditions and promotion opportunities have a positive significant impact on job satisfaction, while training & development do not have a significant impact on job satisfaction.

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Keywords

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Introduction

Job satisfaction plays a crucial role in increasing employee productivity. According to Tessema et al. (2013), employees that are satisfied are more likely to be loyal to their companies and display higher levels of performance and productivity. The degree to which an employee is content with their job and its associated elements, such as compensation, perks, working conditions, job security, and advancement possibilities, is referred to as their level of job satisfaction (Spector, 1997; Khalid & Sahibzada, 2023). Job satisfaction is also defined as the degree of positive affective orientation toward the job (Khawrin & Sahibzada, 2023). Several factors are deemed crucial for job satisfaction, as they all affect how an individual perceives their job. Key components include salary, opportunities for promotion, training and development, benefits, supervisors, colleagues, working conditions, communication, safety, productivity, and the nature of the

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work itself, which can be generally categorized into financial and non-financial incentives for job satisfaction (Bilal, 2012). Non-financial incentives are crucial for employee job satisfaction. Organizations should not rely solely on compensation packages but also offer appropriate non-financial rewards to enhance productivity and satisfaction.

Training is a process that helps organizations increase the value of their key resources (employees). This is a learning process that increases the skills and abilities of employees that are necessary for the good performance of the current job. Training is usually a short-term process that is carried out to improve the skills of non-managerial employees so that they can learn their job or to put an end to existing problems in the performance of their current job. Training provides employees with the education and skills needed to perform existing jobs (Mondy, 2009). Training is a process that improves employees' skills, abilities, and working methods (Durai, 2010). Unlike employee training, management development is a long-term effort that focuses on improving the overall capacity of existing and future managers. The result of any management development program is to enhance the skills and abilities of managers so that they can successfully achieve the organization's goals. The improvement of the managerial capacity through increasing the knowledge, skills, and behaviors of the managers is known as development (Dessler & Varkkey, 2018). Development focuses on the long term and prepares the employees to change themselves with the change and growth of the organization (Mondy, 2009). According to Durani (2010), development is the process by which the manager not only acquires the necessary skills and abilities to perform the current tasks but also increases the manager's ability for future tasks. In today's competitive business environment, training and development are crucial as organizations face increasing challenges. This requires employees to regularly update and enhance their skills to keep up with competitors. To gain a competitive edge and achieve optimal results, organizations must invest in training and development programs. These programs not only improve employees' skills but also boost their performance, motivation, and job satisfaction (Chaudhary & Bhaskar, 2016).

Many organizations have discovered that investing in employee training and development to improve efficiency is highly valuable. As a result, these organizations can achieve a better return on their investment in human capital by boosting employees' job satisfaction (Anwar & Shukur, 2015). Companies that offer training and development programs for their employees tend to experience high employee satisfaction and low turnover rates (Wagner, 2000).

Another major non-financial incentive is working conditions, which boost the satisfaction level of employees. The physical environment includes the school's infrastructure, classrooms, furniture and interiors, teachers' rooms, restrooms, computer facilities, telephone and fax services, communication systems, and the school's location (Bilal, 2012). The research by Frataccia & Hennington (1982) revealed that many teachers struggle to meet their needs and find fulfillment in their teaching roles. In terms of hygiene factors, teachers expressed dissatisfaction with various aspects, including physical working conditions, salary, job security, and the quality of supervision (Bilal, 2012). Employees prefer working conditions that are not dangerous and unpleasant (Robbins, 1998). Difficult working conditions influence employee performances. It is mandatory to take measures to eliminate uncomfortable working conditions or, if not possible, to take appropriate safety measures (Bakotic & Bablic, 2013).

Another incentive that leads employees to perform better jobs is promotion opportunities. Promotion refers to the reassignment of an employee to a more significant role with increased responsibilities and higher pay (Malik et al., 2012). It involves moving an employee upward within the organization's hierarchy, often accompanied by enhanced duties and an improved compensation package (Malik et al., 2012). Numerous researchers believe that job satisfaction is closely linked to opportunities for promotion, indicating a direct and positive relationship between promotional prospects and job satisfaction (Malik et al., 2012).

In Afghanistan, a university lecturer is seen as the ideal knowledge worker, as they are actively engaged in sharing knowledge. Numerous studies have explored both extrinsic and intrinsic factors that could enhance job satisfaction among employees. However, there has been limited research on the factors that might positively influence job satisfaction and performance specifically for knowledge workers in developing countries like Afghanistan. The primary aim of this paper was to examine how non-financial incentives influence job satisfaction among university lecturers. The study focuses on factors such as training and development, promotion opportunities, and working conditions and their potential effects on lecturers' job satisfaction.

The lack of non-financial incentives is a serious problem in developing countries, particularly in Afghanistan, negatively impacting almost every sector. Therefore, it is crucial to recognize the importance of these

factors on university lecturers' job satisfaction to implement appropriate measures and prevent any potential negative effects on their satisfaction. One of the essential elements affecting employees' performance, productivity, and the overall success of the organization is employee job satisfaction. In academic areas and institutions, the job satisfaction of lecturers plays an important role in innovation and high-quality education, as well as decreasing turnover rates in universities. This research will provide valuable information about the elements that influence the job satisfaction of university lecturers. This research will also provide information to university administration and the ministry of higher education on where to concentrate efforts to improve the job satisfaction of university lecturers.

Literature Review

Promotion opportunity and job satisfaction

According to the research conducted by DeCenzo & Robbins (2010), both financial and nonfinancial rewards affect the job satisfaction and motivation of employees. Among these, promotion refers to reassigning an employee to a more significant role with increased responsibilities and higher pay (Malik et al., 2012). Alternatively, we can say that promotion refers to upward movement in the present job leading to greater responsibilities, higher status, and better salary Gopinath (2016). Numerous scholarly works have consistently demonstrated that promotion opportunities and job satisfaction are significantly interrelated. Sahibzada and Pandya (2022) stated that promotion opportunities positively correlate with job satisfaction. Increases in promotion increase job satisfaction level Sabina et al. (2015). Ackah (2014) revealed that workers who got promotions perform better than those who have fewer promotion opportunities. The empirical result showed a positive effect of promotion opportunities on job satisfaction. Based on the above-mentioned studies, the study proposes the following hypothesis:

H_1: Promotion opportunities has positive significant impact on job satisfaction of university lecturers.

Working condition and job satisfaction

Another non-financial incentive of the study, which leads to employee satisfaction, is working conditions. Improving working conditions includes increasing workplace safety, employee training, and controlling and improving machinery and tools to provide better adequate protective equipment (Bakotic & Babic, 2013). It is also essential that employees in the organization are trained for the usage of equipment because improper usage of equipment leads to accidents or deviation in performance (Buble, 2006). Another study conducted by Kinzl et al. (2005) revealed that working conditions correlate with job satisfaction. According to the study to increase job satisfaction, more attention should be given to working condition. In addition, according to Bilal (2012), there is a positive relationship found between working conditions and job satisfaction. According to the studies, there is a link between working conditions and job satisfaction (Brill et al., 2001; Newsham et al., 2004; Finnegan & Solomon, 1981; Leather et al., 1998; Veitch et al., 2005; Bakotic & Bablic, 2013). The empirical result showed a positive effect of working conditions on job satisfaction. Based on the above-mentioned studies, the study proposes the following hypothesis:

H_2: Working condition has positive significant impact on job satisfaction of university lecturers.

Training & development and job satisfaction

Another non-financial incentive that leads to employee job satisfaction is training and development in the organization. Training is a process in which an employee has the ability to assist organizations in obtaining goals Mathis et al. (2015). It is a continuous process in organization. In any organization, training and development is a continuous activity. In order to become more mature in thinking and in action, it is essential for employees, supervisors, first-line managers, and executive managers (Aswathappa, 2013). Chiaburu and Tekleab (2005) found that while training plays a crucial role in skill improvement, it does not significantly correlate with job satisfaction. According to Jehanzeb et al. (2013), training and development programs positively influence job satisfaction. Training programs increase employees' skills and have a positive impact on job satisfaction (Elnaga and Imran, 2013). The empirical result showed a positive effect of training and development on job satisfaction. Based on the above-mentioned studies, the study proposes the following hypothesis:

H_3: Training and development has positive significant impact on job satisfaction of university lecturers.

Materials and Methods

The study was conducted at Parwan University, Afghanistan. Data was collected only from Parwan university lecturers through an online questionnaire. The total population of the study was 236. Based on a population of 236, a confidence level of 95%, a margin of error of 5%, and a population proportion of 0.5, the

required sample size was calculated to be 147 using a sample size calculator. Primary data for the study was analyzed through Statistical Package for Social Science (SPSS) version 26. Multiple linear regression and descriptive statistics tools were used for the analysis of the data.

Research Tools and Variables

The primary data was collected through a standardized questionnaire using a Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The study had 4 overall variables, among which 3 were independent (promotional opportunities, training and development, and working conditions), and one was dependent, which was job satisfaction. Each variable had five questions. The questionnaire for this study has been developed based on validated scales from previous research, specifically from the works of (Madhu, 2019; Jaiswal, n.d). The internal consistency of the questionnaire was measured using Cronbach's alpha in SPSS 26. The results indicate that all constructs show acceptable reliability, with Cronbach's alpha values of 0.814 for working conditions, 0.768 for promotion opportunities, 0.799 for training & development, and 0.799 for job satisfaction. These values confirm the reliability of the measurement instrument.

Descriptive Statistic of the Study

Table1: Demographic statistic of the participants' gender and education levels.

	Gender		**Education Background**		
	Male	Female	Bachelor	Master	Ph.D.
Numbers	144	3	47	90	10
Percentage	97.95	2.05	31.9	61.2	6.9

The above table of the study shows that 144 respondents were male, having 97.95% of the total respondents. Three respondents were female, having 2.05% of the total respondents. As per the educational backgrounds of the respondents, 47 lecturers had bachelor's degrees. 90 respondents held master's degrees, while 10 others held Ph.D. degrees.

Inferential summary of the data

Table 2: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.606a	0.368	0.343	1.990

a. Predictors: (Constant), training and development, promotion opportunities, working condition

Table 2 of the study shows the adjusted R square. The adjusted R square revealed that our model explains 36.8 percent of the influence on job satisfaction. R= 0.606 shows that there is a moderate positive relationship between dependent and independent variables.

Table 3: Coefficients'

Model		Unstandardized coefficients		standardized coefficients	T	sig
		B	Std. Error	B		
1	Constant (C)	10.520	2.219		4.740	0.000
	Promotion opportunities (PO)	0.451	0.077	0.536	5.837	0.000
	Working condition (WC)	0.349	0.092	0 .351	3.797	0.000
	Training and development (TD	-0.098	0.099	-0.091	-0.993	0.324

a. Dependent Variable: Job satisfaction (JS)

The estimated model of the study is as follow

JS= 10.520 (C) + 0 .451 (PO) + 0.349 (WC) - 0.98 (TD)

P value=0.000, 0.000, 0.000, 0,324

Table 3 of the study showed that promotion opportunities have a strong positive significant impact on job satisfaction (B=0.451, t=5.837, P= 0.000< 0.001). It means that keeping all other variables constant, an increase of one unit in promotion opportunities leads to an expected increase of 0.451 units in job satisfaction. In addition, the t-statistic, which is 5.837, shows a strong impact of promotion opportunities on job satisfaction.

H_1: Promotion opportunities has positive significant impact on job satisfaction of university lecturers. Hence, H_1 of the study is accepted.

The above table 3 also showed that working condition have positive significant impact on job satisfaction (B=0.349, t=3.797, p=0.000<0.01). It means that keeping all other variables constant if working condition increase by one

unit, job satisfaction is expected to increase by 0.3797 units. In addition, t-statistic, which is 3.797 show a strong impact of working condition on job satisfaction.

H_2: Working condition has positive significant impact on job satisfaction of university lecturers. Therefore, H2 of the study is accepted.

The above table 3 also showed the impact of training and development on job satisfaction. Table of the study showed that there is no significant impact exists among training & development and job satisfaction ((B=- 0.098, t=-0.993, p=0.324>0.05). It means that keeping all other variables constant if we increase training and development by one unit, the job satisfaction is expected to decrease by 0.098 units. The negative sign suggesting a weak negative relationship between these two variables.

H_3: Training and development has positive significant impact on job satisfaction of university lecturers. Hence, H_3 of the study is rejected.

Discussion

This research examines the impact of promotion opportunities, working conditions, and training and development on job satisfaction. The result shows that working conditions and promotion opportunities have a significant positive impact on job satisfaction, while training and development have no significant impact on job satisfaction.

Promotion Opportunities: The result from the study revealed that a strong positive relationship exists between promotion opportunities and job satisfaction (B=0.451, t=5.837, $p < 0.001$). Several studies also support the claim that promotion opportunities significantly improve job satisfaction. According to Gabriel & Nwaeke (2015), promotion opportunities have a significant relationship with job satisfaction. Increases in promotion increase job satisfaction level Sabina et al. (2015). Sahibzada and Pandya (2022) also stated that promotion opportunities positively correlate with job satisfaction.

Working conditions: The result of the study also showed that working conditions have a significant positive impact on job satisfaction ($B = 0.349$, $t = 3.797$, $p = 0.000 < 0.01$). Many researchers also found the same result. According to the studies, there is a link between working conditions and job satisfaction (Brill et al., 2001; Newsham et al., 2004; Finnegan and Solomon, 1981; Leather, et al., 1998, Veitch et al., 2005; Kinzl et al., 2005). Improving the working conditions of employees can enhance their satisfaction level. In addition, according to Bilal (2012) there is a positive relationship found between working conditions and job satisfaction.

Training and development: In addition, the results of the study showed that training and development do not have a significant impact on job satisfaction ($B = -0.098$, $t = -0.993$, $p = 0.324 > 0.05$). The same result was claimed by many other studies, which found the same results. According to Jones et al. (2008), training programs enhance some aspects of job performance but do not increase overall job satisfaction. Research by Lee & Bruvold (2003) also examined that investment in training & development is generally positive but does not always lead to high job satisfaction. The researcher argues that when an employee perceives training and finds it irrelevant or feels that it doesn't contribute to his/her professional growth, the positive effect on job satisfaction may reduce. In addition, Aguinis & Kraiger (2009) reviewed different research on the role of training and development on job satisfaction and found mixed result. The result highlighted that some training programs have a significant impact on job satisfaction, while some others have no or minor impact, especially when the training doesn't fulfill his/her personal and professional objectives.

Conclusion

The result of the study found that working conditions and promotion opportunities have a significant positive impact on the job satisfaction of university lecturers. Specifically, improvements in working conditions and the availability of promotion opportunities are linked with higher levels of job satisfaction. However, training and development was found to have no significant impact on job satisfaction. These findings suggest that focusing on enhancing working conditions and providing more promotion opportunities could increase job satisfaction, while the role of training and development requires further investigation. Further studies and research should address the limitations of this study and discover additional elements that might mediate the impact between training, development, and job satisfaction. Moreover, the sample consisted of 144 respondents, with 97.95% male and 2.05% female participants. Regarding educational background, 31.9% held a Bachelor's degree, 61.2% had a Master's degree, and 6.9% were Ph.D. holders.

Based on the findings of this study, it is recommended that policymakers focus on improving working conditions and providing more promotion opportunities to enhance job satisfaction. Specifically, initiatives aimed at creating a better work environment and clearer career advancement pathways for employees

could significantly improve overall job satisfaction. Given the limited impact of training and development on job satisfaction in this study, policymakers should consider evaluating and refining existing training programs to ensure they align with employees' professional development goals. Further research is recommended to explore additional factors that may influence job satisfaction and to identify strategies that can better align training programs with employee expectations. Policymakers should provide scholarships and development programs to support bachelor's degree holders in pursuing master's degrees, and they should offer scholarships for master's degree holders to pursue Ph.D. programs. This would help enhance job satisfaction and career advancement opportunities across educational levels.

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